

Faculty Member: _____ Department _____
Observers: _____
Date: _____ Observation Number (circle one) 1 2 3 4 5
Course _____ # of Students _____

Observation Instrument: Direct Instruction

Use: When the instructor lectures, presents information, or demonstrates skills to the class

Purpose: To assess the effectiveness of the presentation

Instructions: As you observe the lesson, determine which indicator best describes the feature on the instrument. Enter one of the following indicators in each blank of the instrument:

- ✓ *is included in the lesson*
- n/a *is not applicable or not needed*
- * *a skill in development*

(Note: *Every feature does not have to be present (✓) for an effective lesson.*)

INTRODUCTION

- ___ States purpose of instruction or instructional objectives
 - ___ States rationale for objectives and/or activities
 - ___ Reviews previously taught content or concepts
 - ___ Describes activities in which students will be involved and purpose of activities
 - ___ Gives overview or advance organizer
- Other _____

Comments: _____

INSTRUCTIONAL SEGMENT

- ___ Content is well-structured and sequenced
- ___ New terms are defined/explained
- ___ Key concepts are emphasized (verbal examples, underlining on board/overhead, etc.)
- ___ Facts are distinguished from opinions where appropriate
- ___ Includes appropriate analogies or examples for new information or to make abstract concepts concrete
- ___ Visuals or handouts help to make content clear
- ___ Lengthy presentations are divided into recognizable segments or a change of activity
- ___ Clear transitions or mini-summaries conclude each segment
- ___ Checks for student understanding throughout the lesson and monitors student responses
- ___ Is encouraging and responsive to student questions and comments
- ___ Lesson pacing is appropriate for the content and the audience

Other: _____

Comments: _____

APPLICATION OF OBJECTIVES

- Gives opportunities for students to apply/practice new knowledge or understandings
- Provides structure for how students are to respond (e.g. group work, participation, etc.)
- Activities directly support instructional objectives
- Follow-up discussion engages students in the key points or concepts related to the instructional objective.

Other: _____

Comments: _____

CONCLUSION

Note: Conclusion may/should be included before the break in a three-hour class session.

- Concludes with summary or integration of the presentation
- Invites student questions or comments
- Follows up the presentation by making a transition into a recitation, a follow-up assignment, or other activity that will allow students to practice the material
- Assesses the lesson objective/s

Other: _____

Comments: _____

ADDITIONAL EFFECTIVE TEACHER BEHAVIORS

- Is well prepared; speaks fluently without hesitation or confusion; materials are prepared
- Projects enthusiasm for the material
- Maintains eye contact with the students
- Speaks at an appropriate pace (neither too fast to too slow)
- Speaks with appropriate voice modulation (rather than in a monotone)
- Uses appropriate expressions, movements, and gestures

Comments: _____

Overall Additional Comments :

Signatures (to be signed after post-observation conference):

Observer1 _____

Observer 2 _____

Faculty Member _____

- Note to observers :**
- 1. Make two copies of observation form: one for the faculty member and one for the department chair.
 - 2. Sign the Observation Document.

